



**Iowa Department of Education**

Every Child Reads  
2008-09 Professional Development Opportunity

Application Packet  
for

**Using Lexile Ranges to Differentiate  
Instruction in the Classroom and  
Support a Summer Reading Program**

Applications are due to the  
Department at 4:30 p.m. on April 25, 2008.

**Purpose:**

The purpose of this on-going professional development opportunity is to support elementary school teams to build instructional units with Lexiled books that are tied to content. These model units would help teachers to understand how Lexile ranges can be used to differentiate instruction within the classroom for students while using informational texts to enhance authentic literacy activities. Schools will also be given information about the Lexile Framework for Reading and how it will be used to create a summer reading program for students.

**Targeted Audience:**

The target audience for this professional development opportunity is elementary schools that are committed to using Lexile Ranges to support differentiation while using informational text to enhance authentic literacy activities. In addition, schools will need to commit to the development and implementation of an “at home” reading initiative for students during the summer of 2009.

**Description of School Teams:**

School teams can range from 6 – 12 members. Each team should consist of the following:

- Building principal (required)
- A classroom teachers (required)
  - Optimally, one teacher from each grade level in the building
- Title 1/Special Education teacher(s) (required)
- Teacher librarian (required)
- Reading First coach/literacy strategist (if staffed)
- AEA literacy consultant (if appropriate)
- Central office personnel/Curriculum Director (encouraged but not required)

**Dates and Location:**

- ❑ June 10 & 11, 2008 – Holiday Inn, Des Moines Airport  
6111 Fleur Drive, Des Moines, IA
- ❑ October 23, 2008 - TBD
- ❑ February 19, 2009 - TBD
- ❑ June 9 & 10, 2009 - TBD

**Funds for Supporting Participation:**

Each accepted school team will receive a minimum allocation of \$5,000.00 to support the participation and implementation of this effort.

Allowable expenditures for the funds include the following:

- Travel expenses (mileage, lodging and meals)

- Teacher stipends
- Substitute costs
- Instructional materials
- Nonfiction text
- Professional resources

### **Expectations for Participation:**

Each participant must commit to fully implementing the Lexile Framework for Reading and implement a summer reading program.

The expectations for full implementation include:

- a. All team members will attend each training session. Participating districts must agree to send each participant to every session.
- b. Teachers are expected to submit implementation data on a regular basis.
- c. Participants must collect appropriate formative and summative student data. Measures will be explained during the training.

When selecting teachers to participate in this professional development opportunity make sure that each teacher understands the purposes of this effort and the nature of the instructional strategies and routines that make Lexile Framework for Reading effective. Districts should recruit individuals who are:

- Willing to learn strategies and routines and apply them in the classroom;
- Comfortable working with their peers and reflecting on their own instructional practices;
- Willing to observe and learn from others; and
- Use formative data to guide instructional decisions.

Participants should have time to engage in collaborative team meeting to develop lessons, examine student work, and solve problems of implementation.

### **Plan for administrative support:**

The support of a building administrator and central office personnel is critical to the success of this effort. Principal and central office personnel may play a variety of roles to support the implementation of Lexile Framework for Reading. These supports typically include:

- Conducting frequent classroom walk throughs or observations
- Co-planning and teaching lessons using Lexiled materials on a regular basis
- Attending collaboration meetings
- Participating in discussion regarding student data
- Participating in discussion regarding the study of implementation
- Using artifacts to document engagement in professional development

**Drake Credit:**

Graduate credit will be available through Drake University. Participants will be able to acquire 1, 2, or 3 hours of credit during the Lexile Framework for Reading professional development opportunity. Additional details and registration materials will be provided during the initial June session.

**Registration:**

A limited number of school teams will be accepted for participation in this professional development effort. If the number of applications received is higher than the number of teams that can be accepted, applications will be approved based on the date submitted to the Department.

School teams will be notified of the status of their application through email by May 20, 2008.

Following notification of acceptance, all school team members will need to register at [www.readingfirstevents.com](http://www.readingfirstevents.com).

**There will not be a registration fee to participate in this event.**

## Using Lexile Ranges to Differentiate Instruction in the Classroom and Support a Summer Reading Program

### Application

Please complete the district and building contact information, team composition, assurances, and signatures. Applications can be submitted either by email or fax.

Email to: [carlene.lodermeier@iowa.gov](mailto:carlene.lodermeier@iowa.gov)

Fax number: 515-242-6025.

Applications are due to the Department at 4:30 PM on April 25, 2008.

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AEA:

District:

District Contact Person:

Address:

Phone:

Email:

Participating Building:

Principal:

Address:

Phone:

Email:

(Add additional rows for more buildings as needed)

Identify who will be attending the training sessions and engaging in the implementation of the Lexile Framework for Reading.

Name	Job Title/Grade Level	Building

## Assurances

Conditions of Participation	Initials indicate assurance to meet this condition
District and building leadership has been involved with the planning process to determine the need for this training.	
District and participating building(s) are fully committed to implement the Lexile Framework for Reading. <ul style="list-style-type: none"> <li>• All team members will attend each training session</li> <li>• Teachers will implement the Lexile Framework for Reading as designed.</li> <li>• Teachers will submit implementation data on a regular basis.</li> <li>• Teachers will submit student performance data as requested.</li> </ul>	
Instructional materials will be purchased to support implementation (nonfiction books, professional materials, etc.)	
Plans are in place for on-going support from an AEA consultant and/or on-site reading coach/literacy strategist	
Scheduled collaboration time for planning lessons, determining students' Lexile ranges, discussing student performance and solving problems of implementation.	
Building administrator(s) and central office will provide leadership and support to ensure that Lexile Framework for Reading is implemented with fidelity.	
<b><i>For Reading First District/Schools only:</i></b> Participation in this effort is included in the district's Reading First professional development plan. (This may require an amendment to the district's approved Reading First Plan.)	

# Using Lexile Ranges to Differentiate Instruction in the Classroom and Support a Summer Reading Program

## **Signature Page** *Required*

School District:

Participating Building(s):

We agree that the team requesting application in the professional development opportunity will engage as described in the condition of participation. (Include the signatures of the superintendent and the principal for each participating building.)

Superintendent Signature

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Signature/date

Principal(s) Signature (s)

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Signature/date

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Signature/date